

CHARLESTON SCHOOL OF THE ARTS

1600 Saranac St.
N. Charleston, SC 29405

GRADES 6-12 Middle School

ENROLLMENT 827 Students

PRINCIPAL Rose Maree Myers 843-529-4990

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average Unsatisfactory

6

2

0

0

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

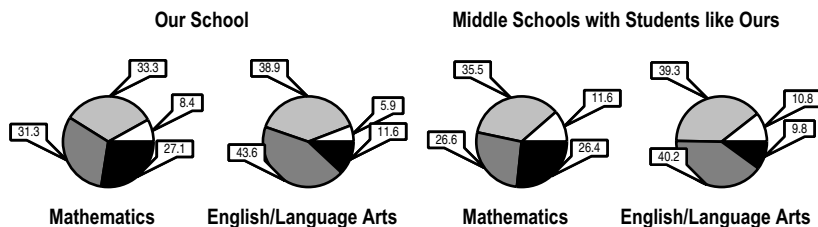
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	100.0	10.7	42.0	40.5	6.9	47.3
	Grade 7	139	100.0	7.2	46.4	40.6	5.8	46.4
	Grade 8	135	99.3	5.2	45.5	39.6	9.7	49.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	130	100.0	4.6	23.8	56.2	15.4	71.5
	Grade 7	133	100.0	8.3	56.4	31.6	3.8	35.3
	Grade 8	145	100.0	4.8	36.6	43.4	15.2	58.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	131	100.0	8.4	20.6	34.4	36.6	71.0
	Grade 7	139	100.0	6.5	37.7	21.7	34.1	55.8
	Grade 8	135	100.0	5.2	43.7	26.7	24.4	51.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	130	100.0	3.8	20.0	39.2	36.9	76.2
	Grade 7	133	100.0	8.3	33.1	29.3	29.3	58.6
	Grade 8	145	100.0	12.4	45.5	25.5	16.6	42.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 827)				
Students enrolled in high school credit courses (grades 7 & 8)	29.3%	Down from 79.2%	30.6%	14.6%
Retention rate	0.0%	N/A	1.3%	3.0%
Attendance rate	98.2%	Up from 97.1%	97.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		1.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		1.5%	5.3%
Eligible for gifted and talented	48.6%	Up from 42.6%	39.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.6%	Down from 3.7%	9.0%	13.9%
Older than usual for grade	0.1%	Down from 10.0%	1.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.6%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	58.3%	Up from 58.1%	52.8%	48.7%
Continuing contract teachers	85.0%	Up from 83.9%	89.0%	81.7%
Highly qualified teachers**	88.6%	N/A	91.0%	90.4%
Teachers with emergency or provisional certificates	20.7%		2.8%	5.3%
Teachers returning from previous year	89.3%	Up from 88.4%	88.8%	85.1%
Teacher attendance rate	95.7%	Down from 96.6%	95.2%	94.8%
Average teacher salary	\$42,248	Up 3.9%	\$41,374	\$40,566
Prof. development days/teacher	19.9 days	Up from 14.0 days	11.4 days	11.0 days

School				
Principal's years at school	9.0	Up from 8.0	6.0	3.3
Student-teacher ratio in core subjects	24.1 to 1	Down from 25.2 to 1	24.7 to 1	21.3 to 1
Prime instructional time	91.4%	Down from 91.8%	91.0%	89.3%
Dollars spent per pupil*	\$5,639	Down 6.0%	\$5,409	\$5,821
Percent of expenditures for teacher salaries*	67.9%	Up from 67.6%	62.6%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	84.0%	Up from 62.8%	97.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Charleston County School Board opened the School of the Arts in 1995 to provide in-depth arts programs for talented students from throughout Charleston County. Beginning with 200 students in grades 6 and 7, we added a grade level each year until we celebrated our first graduating class in May 2001. We anticipate an enrollment of over 850 students in the combined middle and high schools during the 2004-05 school year.

Now that we are complete as a grades 6-12 school, our focus has been to strengthen both our academic and fine arts programs, while enhancing the delivery of the curriculum.

Recent Improvement Efforts:

- Increase instructional time in English Language Arts at middle school level to 500 minutes per week
- Add computer writing labs in 6th, 7th and 8th grades
- Reduce average class size in middle school academic classes from 26 to 22
- Provide additional media specialist to improve access to technology by both faculty and students
- Improve media center to make it a more inviting environment for individual students as well as whole class instruction
- Continue to provide 500 minutes of weekly instruction in math for 6th and 7th grades
- Implement Write-Traits program to enhance writing instruction across the curriculum in grades 6-12
- Procure and equip additional high school science lab
- Utilize vertical teaming to ensure continuous, comprehensive curriculum from grades 6-12 in math, science, English, and social studies
- Continue to develop and refine fine arts programs to enable students to achieve their potential and to provide community outreach

Aside from the challenge of adapting old facilities to meet the needs of our arts and academic programs, our most significant challenge involves funding for our arts programs. Studios, equipment and supplies are a continuous, recurring requirement, and all are expensive.

We are pleased that our students come from all parts of Charleston County, from a variety of social and economic backgrounds, and from a variety of educational experiences. The School of the Arts has been recognized by the SC Education Oversight Committee for bridging the gap in achievement between minority and non-minority students.

Celebrating the strength of diversity, we look forward to the continued building of this school's mission and its bright future.

Rose Maree Myers, Principal

Louester A. S. Robinson, Ed. D., Chair-School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	132	69
Percent satisfied with learning environment	89.2%	77.3%	97.1%
Percent satisfied with social and physical environment	62.2%	75.4%	83.8%
Percent satisfied with home-school relations	94.3%	89.1%	76.5%

*Only students at the highest middle school grade level at this school and their parents were included.